

**Elementary Social Studies Core Content for Assessment
Assessment Contractor Version**

GOVERNMENT & CIVICS		
The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and the role of citizens.		
End of Primary	4th Grade	5th Grade
People form governments to establish order, provide security, and accomplish common goals.		
SS-EP-1.1.1 Students will explain why people form governments (local) and give examples of services a government (local) may provide (e.g., police and fire departments, libraries, parks and roads, trash pick-up, streets and roads). DOK 2	SS-04-1.1.1 Students will explain why people form governments (state) and give examples of services a government (state) may provide and explain where the government (local, state) gets the money to provide these services (taxes). DOK 2	SS-05-1.1.1 Students will explain the basic purpose of the United State government (national), as defined in the Preamble to the U.S. Constitution (establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty), and give examples of how our government continues to preserve these today. DOK 2
SS-EP-1.1.2 Students will compare rules (school, clubs, teams) with laws (local government). DOK 2	SS-04-1.1.2 Students will describe fundamental (basic) principles of American Democracy (life, liberty, happiness) that are included in Kentucky's Constitution. DOK 2	SS-05-1.1.2 Students will describe fundamental (basic) principles of American democracy (e.g., life, liberty, happiness, truth, justice, equality, human dignity) that are included in the Declaration of Independence, the U. S. Constitution and the Bill of Rights) and explain their importance today. DOK 3

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The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.		
SS-EP-1.2.1 <i>Students will describe ways local governments are structured (e.g., mayor, city council, court).</i>	SS-04-1.2.1 <i>Students will describe the structure of Kentucky's government and how power is shared among the different branches (executive, legislative, executive).</i>	SS-05-1.2.1 Students will explain why the framers of the U. S. Constitution established a government of limited powers that was shared among different levels (local, state, national) and different branches (executive, legislative, judicial). DOK 2
All citizens of the United States have certain rights and responsibilities as members of a democratic society.		
SS-EP-1.3.1 Students will describe characteristics of responsible citizens (e.g., honesty, trustworthiness, responsibility, fairness) as members of a democratic society. DOK 2	SS-04-1.3.1 Students will describe rights and responsibilities citizens have and give examples how people can participate in government and civic affairs (e.g., voting, community service, volunteering, paying taxes, obeying laws). DOK 2	SS-05-1.3.1 Students will describe certain rights that are guaranteed all U.S. citizens, as members of a democratic society, by the Bill of Rights, (e.g., freedom of religion, freedom of speech, freedom of press), the first ten amendments to the U.S. Constitution. DOK 2
		SS-05-1.3.2 Students will describe the role citizens must play in government and civic affairs for a democratic society to function effectively. DOK 2

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CULTURE & SOCIETY		
Culture is the way of life shared by a group of people, including their ideas and traditions. In America’s multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.		
End of Primary	4th Grade	5th Grade
Culture is a system of beliefs, knowledge, institutions, tradition, and skills shared by a group.		
SS-EP-2.1.1 Students will describe and give examples of cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 2	SS-04-2.1.1 Students will describe diverse cultures in the early history of Kentucky (Native Americans, early settlers, Appalachian culture). DOK 2	SS-05-2.1.1 Students will compare cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) among diverse groups (Native Americans, West Africans, Colonial Americans) in the early history of the United States. DOK 2
Within different cultures, social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior.		
SS-EP-2.2.1 <i>Students will explain ways that cultures provide for human needs.</i>	SS-04-2.2.1 <i>Students will describe how cultures create social institutions to respond to human needs, structure society and influence behavior in Kentucky.</i>	SS-05-2.2.1 <i>Students will describe how cultures created social institutions to respond to human needs, structure society and influence behavior throughout the history of the United States.</i>
Social interactions among individuals and groups assume various forms (compromise, cooperation, conflict, competition).		
SS-EP-2.3.1 <i>Students will describe social interactions (compromise, cooperation, conflict, competition) among individuals and groups at home and at school.</i>	SS-04-2.3.1 <i>Students will describe and give examples of social interactions among individuals and groups (compromise, cooperation, conflict, competition).</i>	SS-05-2.3.1 Students will explain how social interactions among individuals and groups led to conflicts in the early development of the United States. DOK 2
		SS-05-2.3.2 Students will describe conflict resolution strategies (e.g., compromise, cooperation, communication). DOK 3

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ECONOMICS		
Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole.		
End of Primary	4th Grade	5th Grade
The basic economic problem confronting individuals and societies is scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants).		
SS-EP-3.1.1 Students will describe basic economic terms related to scarcity (e.g., goods, services, wants, needs, producers, consumers, limited resources, opportunity cost). DOK 1	SS-04-3.1.1 Students will describe and give examples of scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants). DOK 2	SS-05-3.1.1 Students will explain and give examples of how scarcity (imbalance between unlimited wants and limited resources available for satisfying those wants) requires individuals and societies to make choices about goods and services. DOK 3
To deal with the problem of scarcity, people and societies create economic systems and institutions.		
SS-EP-3.2.1 <i>Students will explain the purpose of banks.</i>	SS-04-3.2.1 <i>Students will describe the basic function of banks and explain why they are called economic institutions.</i>	SS-05-3.2.1 Students will describe banks as economic institutions and explain the roles they play in helping people deal with the problem of scarcity (loans, lines of credit, interest bearing accounts). DOK 2
		SS-05-3.2.3 <i>Students will describe and give examples of the free enterprise system in the United States.</i>

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Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.		
SS-EP-3.3.1 Students will describe basic economic terms related to markets (e.g., goods, services, consumer, producer, supply, demand, buyers, sellers, barter). DOK 1	SS-04-3.3.1 Students will describe how markets allow for the exchange of goods and services. DOK 2	SS-05-3.3.1 Students will explain how markets have changed over time in the U.S. (Native Americans, Colonial era, Industrial era, Twentieth Century). DOK 2
All societies deal with questions about production, distribution, and consumption.		
SS-EP-3.4.1 Students will describe basic economic terms related to production, distribution, and consumption. DOK 1	SS-04-3.4.1 Students will explain how the production, distribution, and consumption of goods and services have changed over time in Kentucky. DOK 2	SS-05-3.4.1 Students will explain how the production, distribution, and consumption of goods and services have changed over time in the United States. DOK 2
<i>SS-EP-3.4.2</i> <i>Students will describe and give examples of specialization.</i>	<i>SS-04-3.4.2</i> <i>Students will explain and give examples of how economic specialization leads to trade between regions of the United States (e.g., Kansas produces wheat and beef, Michigan produces automobiles, the Southeast produces rice, the Northwest produces paper).</i>	<i>SS-05-3.4.2</i> <i>Students will explain how an increase in specialization has resulted in increase in productivity in the United States.</i>

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GEOGRAPHY		
<p>Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p>		
End of Primary	4th Grade	5th Grade
<p>Patterns can be identified by examining the location and arrangement of physical and human characteristics, and why they are in particular locations on Earth's surface.</p>		
<p><i>SS-EP-4.1.1</i> Students will use a variety of geographic tools (e.g., maps, globes, mental maps, charts, graphs) to identify patterns and locate places on Earth's surface.</p>	<p>SS-04-4.1.1 Students will use a variety of geographic tools (e.g., maps, globes, mental maps, charts, graphs) to identify the location and arrangement of human and physical characteristics (e.g., landforms, bodies of water, climates, vegetation). DOK 2</p>	<p>SS-05-4.1.1 Students will use a variety of geographic tools (e.g., maps, globes, mental maps, charts, graphs) to identify and describe geographic patterns, based on the location and arrangement of physical characteristics (e.g., landforms, bodies of water, climates, vegetation), in the history of the United States. DOK 2</p>
<p><i>SS-EP-4.1.2</i> Students will use simple grids to explain relative location of places on Earth's surface.</p>	<p><i>SS-04-4.1.2</i> Students will use geographic tools to describe the relative location of places on Earth's surface.</p>	<p>SS-05-4.1.2 Students will use geographic tools to describe the relative and absolute locations of places on Earth's surface. DOK 2</p>
		<p>SS-05-4.1.3 Students will explain how physical characteristics (e.g., landforms, bodies of water, climates, vegetation) influence where things are located (e.g. house, factory, store, playground, park, bridge, dam). DOK 2</p>
		<p><i>SS-05-4.1.4</i> Students explain how different factors in one location have an impact on other locations (e.g., natural disasters, building dams)</p>

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Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.		
<i>SS-EP-4.2.1</i> <i>Students will describe places on Earth's surface by their physical characteristics (e.g., climate, landforms, soils, vegetation, animal life, bodies of water).</i>	SS-04-4.2.1 Students will compare regions in Kentucky by their human characteristics (e.g., language, religion, political and economic systems, population distribution, housing) and their physical characteristics (e.g., climate, landforms, soils, vegetation, animal life, bodies of water). DOK 2	SS-05-4.2.1 Students will describe places and regions in the U.S. by their human characteristics (e.g., language, religion, political and economic systems, population distribution, housing) and their physical characteristics (e.g., climate, landforms, soils, vegetation, animal life, bodies of water). DOK 2
Patterns emerge as humans move, settle, and interact on Earth's surface.		
<i>SS-EP-4.3.1</i> <i>Students will describe patterns of human settlement in places and regions on Earth's surface.</i>	SS-04-4.3.1 Students will describe patterns of human settlement in regions of Kentucky and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, soils, vegetation, animal life, bodies of water). DOK 2	SS-05-4.3.1 Students will explain patterns of human settlement in regions of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, soils, vegetation, animal life, bodies of water). DOK 2
	<i>SS-04-4.3.2</i> <i>Students will describe how human populations in Kentucky have changed over time.</i>	SS-05-4.3.2 Students will describe how human populations in the United States have changed over time because of new technologies (e.g., dams, reservoirs, roads, air conditioning, irrigation). DOK 2

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Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.		
SS-EP-4.4.1 Students will describe ways people use the physical environment for their basic needs (food, shelter, and clothing). DOK 1	SS-04-4.4.1 Students will explain and give examples of how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of Kentucky. DOK 2	SS-05-4.4.1 Students will explain and give examples of how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of the U.S. DOK 2
SS-EP-4.4.2 Students will explain how physical features can promote and/or restrict human activities. DOK 2	SS-04-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of Kentucky. DOK 2	SS-05-4.4.2 Students will describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) both promoted and restricted human activities during the early settlement of the U.S. DOK 2
		<i>SS-05-4.4.3</i> <i>Students will compare and contrast different perspectives on the use of land (e.g., farming, industrial, residential, recreational).</i>

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HISTORY		
History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.		
End of Primary	4th Grade	5th Grade
History is an account of human activities that is interpretive in nature.		
SS-EP-5.1.1 <i>Students will use a variety of tools (e.g., primary and secondary sources, artifacts, diaries, timelines) to learn about the past.</i>	SS-04-5.1.1 <i>Students will use a variety of tools (e.g., primary and secondary sources, artifacts, diaries, timelines) to help them understand Kentucky's past.</i>	SS-05-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, artifacts, diaries, timelines) to explain significant historical events in the history of the U.S. DOK2
		SS-E-5.1.2 <i>Students will describe and give examples of how history is a series of connected events shaped by multiple cause-and-effect relationships.</i>
The history of the United States is a chronicle of a diverse people and the nation they formed.		
SS-EP-5.2.1 Students will identify and describe patriotic symbols and holidays (e.g., American Flag, Statue of Liberty, Liberty Bell, Yankee Doodle, the Fourth of July, Veteran's Day, the Underground Railroad) and explain their significance in the history of the United States. DOK 2	SS-04-5.2.1 Students will identify historical documents, symbols and events (e.g., Kentucky's Constitution, state flag, state song) and explain their significance in Kentucky's history. DOK 3	SS-05-5.2.1 Students will describe historical documents, symbols, holidays, landmarks, and selected readings (e.g., American Flag, Statue of Liberty, the Fourth of July, the Star-Spangled Banner, the Underground Railroad, Veteran's Day, Dr. Martin Luther King's speech, "I Have a Dream,") and explain their significance in U.S. history. DOK 3

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SS-EP-5.2.2 <i>Students will explain why people move and settle in different places on earth.</i>	SS-04-5.2.2 Students will give examples of why people explored and settled Kentucky. DOK 2	SS-05-5.2.2 Students will compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago with why immigrants come to American today. DOK 3
SS-EP-5.2.3 <i>Students will describe change over time in communication and transportation.</i>	SS-04-5.2.3 Students will describe change over time in communication, transportation, and education in Kentucky. DOK 3	SS-05-5.2.3 Students will describe change over time in communication, transportation, and education in the history of the United States. DOK 3
		SS-05-5.2.4 Students will explain significant historical events in each of the broad historical periods and eras in U.S. history (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, the Young Republic, Westward Expansion, Industrial Era, Civil War, the Twentieth Century). DOK 2